ROLLING COMMUNITY EDUCATION AND CONFLICT ASSESSMENT (R-CECA)

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DISCLAIMER

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The R-CECA benefited from the contribution of 24 outstanding Nigerian enumerators of whom 50% were women, and whose participation in all stages of the rolling assessment — including the planning and execution of a comprehensive exercise for data collection — enriched the depth of information, validated findings and preliminary conclusions, and was instrumental in bringing the true voices of IDPs to the fore. A 95% return rate of those enumerators who took part in the initial CECA in January 2015 again joined us in collecting this rolling assessment data which greatly enhanced the quality of data collected.

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Government of Nigeria (GON)	State Emergency Management Agency (SEMA)
Ministry of Education Nigeria (MOE)	State Universal Basic Education Boards (SUBEB)
UNICEF and Safe Schools Initiative	Ministry of Religious Affairs & its Agencies
Ministry of Economic Planning	Ministry for Local Government Affairs
Ministry of Youth & Community Affairs	State Christian Association of Nigeria
Ministry of Women Affairs & its Agencies	State Jarmatul Nasiru Islam
State Agency for Mass Education (SAME)	Traditional and Religious Leaders

Contents

Acronyms

AGLC	Adolescent Girls' Learning Center
ALP	Accelerated Learning Programs
APS	Annual Program Statement
CAN	Christian Association of Nigeria
CC	Community Coalition
CEA	Community Education Assessment
COMPASS	Community Participation for Action in the Social Sectors
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organizations
DFID	U.K. Department for International Development
FGON	Federal Government of Nigeria
FOMWAN	Federation of Nigerian Women Association of Nigeria
FSU	Florida State University
HQ	Headquarters
IDP	Internally Displaced Person
INEE	International Network for Education in Emergencies
IQTE	Islamiyya, Qur'anic and Tsangaya Education
IR	Intermediate Result
IRC	International Rescue Committee
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Authority
LMDG	Learning Materials Development Group
M&E	Monitoring and Evaluation
MORA	Ministries of Religious Affairs
MT	Master Trainers
NCCE	National Commission for Colleges of Education
NEI	Northern Education Initiative
NERDC	Nigerian Educational Research and Development Council
NFE	Non-Formal Education
NFLC	Non-Formal Learning Centers
NMEC	National Mass Education Commission
OTI	USAID Office of Transition Initiatives
OVC	Orphans and Vulnerable Children
PCG	Project Consultative Group
SEA	State Education Authority
SEL	Social Emotional Learning
SUBEB	State Universal Basic Education Board
TLM	Teaching and Learning Materials
TWG	Technical Working Group
UBE	Universal Basic Education Program
UNICEF	United Nations International Children's Emergency Fund
USAID	U.S. Agency for International Development
YLC	Youth Learning Center

Executive Summary

The Education Crisis Response (ECR) Project is implemented by Creative Associates in partnership with International Rescue Committee, Florida State University and national, state and community level partners in Nigeria. The project requires a Rolling Assessment every six months for the duration of the three-year project that began in October 2014. This Report presents findings and outcomes of the first Rolling Community Education and Conflict Assessment (R-CECA).

The purpose of the R-CECA is to alert project collaborators if extreme shifts in the conflict environment are resulting in harm to learners. An ancillary purpose is to identify what is working well and less well in the project. ECR's goal is to increase access to safe, protective education and learning amidst crisis and widespread displacement of learners and their families. The R-CECA results in a set of recommendations derived by comparing key thematic outcomes found in the initial and R-CECA. In doing this comparison, the team took into consideration key aspects of the conflict and specific domains of inquiry. For example, the level of displacement and changing nature of the insurgency were important aspects of the conflict. And, the domains pertaining to 'Equal Access to Learning,' 'Protection and Well-being', 'Participation and Community Resources' and 'Parental Perceptions' had questions posed in the R-CECA and the answers were compared with answers received six months prior in the initial CECA.

The R-CECA report is divided into three parts. Part 1, Purpose and Background, summarizes the context, the need for continuous conflict and education analyses, and the changing nature of the insurgency and numbers of IDPs in northern Nigeria. Part 2, Methodology and Limitations, discusses the methodology applied, challenges encountered, and limitations that should be considered. Part 3, Findings and Recommendations, presents the findings regarding the trends, changing needs, comparisons between the initial and rolling assessments, new opportunities, and notable obstacles to education from the IDP and host-community perceptions. Also in this section, initial recommendations that have been drawn from findings are presented. The annexes provide the SOW, community education and conflict analysis training guide and data collection tools used to obtain CECA results.

The results of the R-CECA offer recommended adaptations to the Education Crisis Response project, which supports Goal 3 of USAID's Education Strategy (2011-2015) that aims to provide access to 15 million learners affected by conflict and crisis. The results recommend a geographic expansion and increased scale of activity for both host and IDP learners, reaffirms the project is on track by expressed interest in education and learning that exceeds available services, and requires a continuous process of data collection, reflection and ongoing participation by those benefiting from the intervention through more formalized, discrete opportunities to give feedback that allows community-level voices to be heard by LGA and state decision makers. It also suggests the project uphold the high quality and conflict-sensitive approaches it is already offering e.g. support to formal, non-formal and alternative learning options to displaced learners and host community learners.

The R-CECA findings presented reflect the changing nature of the conflict, the increasingly dire situation of IDPs, the effect of increased access to education as expressed by IDPs themselves and by those who come into contact with IDPs (host community). The findings presented represent the issues that were raised most frequently by focus group participants and in-depth interviews as well as a points emerging from the secondary data review.

The R-CECA revealed some significant state differences in how the insurgency is changing in nature, scale and scope. Also, the R-CECA showed how the movement of IDPs home and the return of Nigerian

refugees who were living abroad can change the living arrangements of IDP populations and how this influences access to education. For example, in Gombe state, the R-CECA showed it has experienced recent increased violence as compared with the findings six months earlier and has influenced parents' willingness to send their children to school during a surge in violence. Another example was in Adamawa state, where many IDPs who lived in camp-based living arrangements moved home due to feeling their places of origin were more secure or nearby settlements are optimal as compared with the camp settings. Thus, IDP movement affects attendance, retention and continuous learning for children and youth. Finally, a strong sense of desire and appreciation for learning options replaced a strong sense of fear six months prior. The analysis revealed no significant difference across ethnic, language and gender in the responses.

In summary, the findings across all thematic areas of inquiry — conflict dynamics; internally displaced learners; equitable access to formal, non-formal and alternative education options; learning environment; protection and well-being; teaching and learning, policy coordination, and participation, parental perceptions — four major themes emerge:

- Overall, insurgency fears are changing as are tactics of Boko Haram; overall, a lessening of fear and increased sense of safety is being felt, albeit variations of these changed perceptions depend on the state and periodic surges in violence.

- Increasing enthusiasm for education as respondents are expressing less fear of movement, identifying fewer barriers to traveling to and from learning centers/school, decreasing fear about being inside learning centers/school and with fewer references to the past and more hopeful prospects described for their futures.

- Increased value of learning opportunities, emphasizing a need for inclusive learning approaches across IDP and non-IDP learners as expressed by repeated requests for more and varied opportunities with equal entry mentioned across the IDP and host community respondents.

- Focus shifted from basic needs to comments and questions about quality, length of classes, frequency of classes, proximity and use of learning centers and their content through continuous discussion about location of classes, language and new skills introduction.

Introduction

Northern Nigeria is host to 1.58 million internally displaced persons (IDPs), an increase by nearly 900,000 in six months. Of these displaced, OCHA claims 95% is due to Boko Haram related incidents and 5,770 deaths have occurred[1]. Children and families experienced a sudden lack of access to basic education and learning opportunities as a result of displacement and a multitude of issues that are inherent to the nature of displacement. These can include loss of a family's livelihood, breakdown of social fabric and community support systems, exposure to varying levels of direct and indirect violence, pressures on the educational system hosting IDPs and ingrained perceptions that may cause increased tension, stigma and possible harm when an increasing number of people arrive in a community seeking refuge, assistance, a sense of normalcy and the right to continue their education. Following an initial community education and conflict assessment that was conducted in January 2015, this 'follow-up' rolling assessment was done. A select sub-set of data was collected again, to compare with data collected six months earlier. This report presents findings, distinct comparisons, trends and analyses of these two data sets to illustrate how the changing nature of conflict impacts education service provision and how education offerings mitigate and/or exacerbate the conflict.

Because of the centrality of education for effective and sustainable development, the U.S. Agency for International Development's (USAID) mission in Nigeria provides program support to the education sector. The USAID/Nigeria funded Education Crisis Response Project includes the Community Education and Conflict Assessment (CECA) as an integral part of its project design. The CECA process helped develop a deeper understanding of a small segment of the IDP population who sought refuge in Northern Nigeria's Adamawa, Gombe and Bauchi states where the project is being implemented. It has also informed ongoing educational, social, and emotional support activities for IDPs since the project began in late October 2014. However, the CECA was the first of a series of assessments. The Rolling Community Education and Conflict Assessment (R-CECA) was conducted six months after the initial assessment and serves to refine inputs, shape content, and flexibly meet the changing educational needs of a population in flux. Analyses in conflict-affected fragile states are insufficient if done only once. According to USAID's Rapid Needs Assessment Guidance in Conflict-Affected and Fragile States, Inter-Agency Network on Education in Emergencies' Minimum Standards for Assessment and the Global Education Cluster's Joint Education Needs Assessment Toolkit – good practice reiterates the need for continuous assessment in volatile, conflict-affected settings.

Purpose and Background

Purpose

This document presents findings from ECR's R-CECA, a Year 1 Work Plan activity that was required by the project to inform the scale and scope of activities six months following the initial assessment. It mapped the availability of education options for IDPs across 21 locations in 3 states where IDPs have sought refuge and safety. Overall, it consulted 1,652 IDP and host community members to better understand the education and learning context, the role of the insurgency in how education is perceived by children, parents and teachers, and recommended approaches and content for the coming years. The timeframe covered for this activity was 2.5 weeks, from January 19 to January 31, 2015.

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[1] OCHA Dashboard August, 2015

The R-CECA was undertaken six months after, alongside ongoing project activities and offers details, context and insights to enhance overall objectives specified in the original project document. In particular, the R-CECA analyzes trends and explores issues of shifting supply and demand for education options in targeted communities where a high concentration of IDPs live, in Adamawa, Gombe and Bauchi states. It also provides suggestions for project activities based on an understanding of the relationship between education and the insurgency-led violence that has resulted in upwards of 1.4 million displaced. As compared with the initial CECA, this R-CECA is about 42% of the scale and scope of enquiry. However, it is equal in depth of information as it consults the same range of actors. Consultation is on fewer but key topics across urban and rural settings in Adamawa, Gombe and Bauchi states.

Table 1: Data Collection Tools and Frequency of Use, between January & July 2015

State	IDI CECA (January 2015	IDI R-CECA (July 2015)	FDG CECA (January 2015)	FDG R-CECA (July 2015)	Respondents CECA (January 2015)	Respondents R-CECA (July 2015)
Adamawa	42	24	49	21	550	234
Gombe	42	24	49	21	550	234
Bauchi	42	24	49	21	550	234
Totals	126	72	147	63	1652*	702**

*the original CECA consulted an additional 54 people in the urban centers across 3 states
**the original target was 702 however, in the end there were over 825 persons consulted

The Education Crisis Response Project uses a flexible, conflict-sensitive approach to education and learning, driven by each unique context. In this report we document how the R-CECA results have been determined and compare with prior information collected. It reports continuous IDP concentration and displacements as it was the leading criteria for selecting key communities in which to work in both data collection periods. The type of activities to be adapted will vary according to community needs and specific topics.

Another primary purpose of the R-CECA was strengthening partnerships and collaboration with existing actors working to respond to the crisis in the education sector.

Background

Northern Nigeria remains a volatile area subject to political violence and conflict contributing to a growing population of IDPs and out-of-school girls, boys and youth. It is characterized by political insecurity, a high incidence of poverty, and outbreaks of violence between Muslims and Christians, and among ethnic groups. Political imbalances and injustices, entrenched social inequalities, corruption, persistent fear and insecurity have led to disparities in income and access to educational opportunities between males and females, urban and rural residents, and high and low economic groups. Recent events instigated by Boko Haram have exacerbated the problems in the states of Bauchi, Gombe and Adamawa resulting in an influx of IDPs.

Overall, nearly 6.3 million, or 60%, of the 10.5 million out-of-school children in all Nigeria are in the north of the country. One-third of primary-school aged children and one-quarter of junior secondary-school aged youth are out of school[2]. In some cases, Universities have closed indefinitely, such as Adamawa State

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[2] OCHA, July 24, 2014

University in Mubi which closed after students were killed by Boko Haram.[3] Persistent attacks on schools and communities have severely impacted the education sector in the northeastern states. Since 2012, Boko Haram has burned more than 300 schools in the north[4]. Particularly vulnerable are girls, who have limited opportunities to access education and livelihoods outside of the home or marketplace[5]. There are also other vulnerable, conflict-affected populations and groups in the northeast, particularly IDPs. IDP women and girls are reportedly subject to sexual and gender based violence and forced marriage while often girl students are particularly targeted by Boko Haram[6].

Findings from the initial community education and conflict assessment found that at times, children and youth expressed that they feel stigmatized because they have been displaced. Others explained they feel distress, having witnessed killing of their family members or others in their community. Repeatedly, displaced children and parents explained that they now have and earn less due to losing livelihood activity when they were forced to move to a new location.

The supply of education should adapt to these expressed needs by building student competencies to enable them to overcome the stigma they feel. Support is needed for schools, communities and families to reestablish trust, build stronger relationships between IDP and host communities, and mend the social fabric of crisis-affected communities. Similarly, host community tensions can rise when basic services and households are stretched beyond capacity when arriving IDPs join and expand the community.

The most frequently mentioned factor shaping the relationship between education and violent conflict is the presence, attacks and fear of Boko Haram as well as the subsequent retaliation from the government security forces. The most recent IOM report on displacement points out that 95% of the reasons for displacement are directly related to insurgent attacks.[7] During the year 2012, Boko Haram reportedly "conducted killings, bombings, kidnappings, and other attacks throughout the country, which resulted in numerous deaths, injuries, and widespread destruction of property"[8]. In response to Boko Haram activity, government security forces have reportedly been known to use "excessive force" which has also resulted in civilian casualties. These attacks and retaliation have resulted in thousands of deaths annually with the highest number of deaths recorded most recently, in January and February 2015.[9]

In August 2014, Boko Haram announced it had established a caliphate in the captured town of Gwoza and has increasingly sought to consolidate its rule over captured areas.[10] Isolated populations in rural areas are even more vulnerable to attack since the military campaign in 2014 to oust Boko Haram from Maiduguri and its surroundings pushed militants further into the bush.[11] Boko Haram has recently gained control over all of Borno state's international borders with Niger, Chad, and Cameroon. Since December 2014, the terrorist organization has intensified cross-border attacks in Cameroon, leading to massive displacement[12].

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[3] AFP, October 9, 2014
[4] All Africa, July 1, 2015
[5] OCHA, June 30, 2014
[6] OCHA, July 17, 2014
[7] IOM DTS Report V, August 2015
[8] US State Department, (2013), p. 1
[9] Mercy Corps, (2014)
[10] Reuters, October (2014); ACLED, (2015)
[11] Ibid
[12] ECHO, (2015)

By the end of 2014, media sources had reported 7,711 deaths due to Boko-Haram-related violence, and the scale of lives lost recently spiked again: 2,146 people died during the period of January 1-11, 2015. If the conflict is not contained by Nigeria's newly elected president, Muhammadu Buhari, matters could get worse: the Armed Conflict Location & Event Data Project (ACLED) estimates that Boko Haram fatalities may be over 1,000 per month in 2015 and 2016. Nine million people are affected by violence in the northeast, three million of which desperately need humanitarian assistance. IDPs reside in Borno, Adamawa, Yobe, Gombe, Bauchi, Jigawa, Taraba, Kano, Kaduna, and Plateau states, as well as limited numbers in the Federal Capital Territory.[13] In addition, an estimated 135,000 Nigerians have fled to neighboring countries, including 35,000 in northern Cameroon, 10,000 in Chad and 90,000 (refugees, returnees and third-country nationals) in the Diffa region of Niger.

Attacks on schools have repeatedly occurred in northern Nigeria and have disrupted children's access to education and created additional opportunities for physical injury and harm. For example, on March 18, 2013, Boko Haram forces attacked four schools in Borno State, killing four teachers and seriously injuring four students. This marked a shift in Boko Haram's tactics because the attack occurred during daylight, and the majority of previous attacks against schools have taken place at night. Due to a heightened fear of attacks against schools, an estimated 15,000 children have stopped attending school in Borno state alone.[14] A majority of those displaced from Borno and other more northern areas into Bauchi and Gombe carry with them this fear of attending school.

Nigeria has also experienced long periods of internal conflict and civil unrest, including post-election violence in the North and Central regions of the country following the April 2011 election of President Goodluck Jonathan. Although the election was deemed credible by international observers, Jonathan's victory was challenged by his opponent, Muhammadu Buhari, and sparked violence that resulted in loss of life and significant damage to property in affected areas.[15] More recently, a 2012 rapid assessment in Gombe state found that a large number of youth between the ages of 14-17 were involved in post-election violence, destroying homes and other property in the area and causing physical harm to civilians; the report also noted cases of children, including *almajiris*, being killed in the fighting[16]. Having documented past elections violence, the presidential election period that fell between the initial and rolling CECA in March 2015, went without major incident and violence in Nigeria.

As a result of these conditions, children in conflict-affected areas face multiple barriers to education. Exposure to physical harm or various forms of abuse and exploitation inhibit the daily routine of going to school and negatively influence parental support for schooling. The number of IDPs in northern Nigeria is estimated to have increased to upwards of 1.58 million, which contributes to the highest out-of-school number of children in the world.[17] These high concentrations of IDPs, a continuous movement of people and the unpredictable duration of stays in any given location requires a flexible, adaptable approach to education and learning.

In conducting the R-CECA, and comparing this information with that which was collected six months before, the Education Crisis Response Project has a better understanding of the context and trends in violence. As a result, we are able to provide learning in a responsive, adaptive and protective manner, with appropriate content and at a relevant scale as the situation changes. The project, which employs IDP

[13] ALNAP (2015)
[14] Integrated Regional Information Networks (IRIN), (2013)
[15] US State Department, (2013)
[16] Gombe State Child Protection Network Report, (2013)
[17] IDMC, IOM and SEMA (2014)

numbers as one of the main criteria to guide its intervention, has reassessed the context in the locations where it works and will ensure it is on track to meet IDP learning needs based on this information.

The data collection processes continue to engage international and national partners and help inform guidance to the NGOs and CSOs offering community-based delivery of education alongside government, community coalitions, parents, teachers, and active participation of IDP and host learners. The project is also informed by these results by shaping how to provide vital support to IDPs and host communities, including the promotion of social and emotional wellbeing for learning, reading, math skills, psychosocial support, peace building, and conflict mitigation skills for social cohesion.

Methodology and Limitations

Methodology

The R-CECA consulted the exact same key informants and focus groups for interviews and discussions albeit in fewer communities. Overall, just over 50% coverage of the original number of communities were visited. Again, IDP and host children, IDP parents, IDP or host teachers were consulted. In host communities, leaders gave voice to their constituent interests, including women's leaders, traditional leaders, religious leaders, an education secretary representative, an economic and social development representative and head teachers included in interviews. All sites were selected based on a high prevalence of IDP arrivals in the prior, preselected local government authority locations for the project. The following criteria were used in order of importance: rate of recent arrival of IDP children between 6 and 17 years of age, IDPs living in camps, IDPs residing in separate housing within communities, and IDPs living with families or in relatives' households in communities. The selected communities were from within the original communities visited yet less were selected (4 LGAs rather than 7 in each state) while the exact same range and number of informants were consulted. Thus, the breath of geographical coverage was more limited while the depth of discussion and range of perspectives sustained rich and diverse opinions.

IDP and host children were reached through focus groups, with facilitated discussions that were tailored for their age group, segregated by age, sex and displacement status. In each location the R-CECA included focus groups with children, parents and teachers. Focus groups were deliberately organized with IDPs and non-IDPs separately to encourage a free discussion of issues from these distinct perspectives. Parent focus groups were organized by gender, while teacher focus groups were mixed with male and female teachers and learning facilitators. While IDPs were the focus and were consulted extensively, the R-CECA sought to understand changes, new information, grievances and overall populations' perceptions of the changing nature of the conflict and its impact on education. It also allowed for minimizing tensions and harm that may emerge through particular project activities that may need rethinking or redesign. Because USAID's Education Strategy recognizes the vital role of education for conflict-affected learners, we made certain that the learners themselves participated in the assessment process and voiced their opinions as IDP and host community representatives.

A three-day training on data collection was provided to 24 enumerators that included information on 'how to' facilitate focus groups, conduct in-depth interviews, take notes, observe the protocols of data collection, facilitate FGDs with children and youth, validate focus group findings and conclusions, and report back mechanisms with state supervisors on the data collection process. Applied practice took place in pilot communities where focus groups with boys and girls separately were conducted during the

enumerators' training. Enumerator trainees conducted an actual focus group discussion in a nearby community with IDP girls and boys separately, as part of their training.

The Initial CECA mapped IDPs' learning requirements and learning opportunities; documented child, parental and teacher perceptions on learning; and explained the relationship between the conflict and education to inform the Education Crisis Response Project program design in Bauchi, Gombe and Adamawa states in Nigeria. To achieve the above, the CECA:

- Collected quantitative data on existing formal (F), non-formal (NF) and alternative education (AE) institutions in 7 LGAs across each state; Bauchi, Gombe and Adamawa, covering a total of 21 LGA communities.

- Conducted qualitative data collection through focus group discussions (FGDs), in-depth interviews (IDIs), in small group sessions, one-on-one meetings with key stakeholders, and a documents review.

The R-CECA was conducted six months later in four LGAs and involved various data collection tools applying different methods — conducted simultaneously — that continuously informed one another.[18] The tool package included: a Secondary Data Form (Tool 1) and a series of FGDs with children, parents and teachers (Tool 2), and In-depth Interviews for a range of six key informants (Tool 3) in each community. Thus, the R-CECA used the same range and depth of inquiry. Adaptations to the tools were made, a translation into Hausa of each tool and a restructuring of the tools to provide room to capture and prompt better note-taking during this exercise was integrated into the forms. To achieve the above the R-CECA:

- Collected a sub-set of initial data in order to identify 'hard spots' or program activities that have gone off course or are not responding to the shifting context in this complex, conflict-affected environment.

- Compared data with initial CECA in order to identify trends, suggest ways to re-confirm the project is on track and/or adapt activities to appropriately respond to changes in the environment.

Theory of Change
Framework FOR R-CECA Analysis

IF we do X (actions)	Then Y will happen (change/consequence)	And, Z will happen (Result)
If parents, youth and children have increased access to safe, protective and accessible learning and educational opportunities that meet their perceived needs.	Then, more parents will support and/or encourage their children and youth to enroll, re-enroll and stay enrolled in these learning and educational opportunities.	Because most parents, children and youth will participate in learning and educational programs that meet their needs if they believe that no harm will result while accessing these programs.
Domain: Access to Education • **% Increase in available learning options for boys and girls , every six months**		

[18] Some preliminary work was done to identify sampling strategies in December 2014; the CECA assessment team leader arrived in Bauchi to begin work on January 17; data entry and sub-set analysis was conducted in February 2015.

If communities, including government agencies, host community members and IDPs, are equitably engaged in collaborative efforts and gain the skills to assess, plan, establish, manage and sustain a mix of formal, alternative and non-formal education opportunities.	Then, these communities will establish and sustain safe and protective education and learning systems that meet local needs and enable all learners, including girls, boys, IDPs, disabled children and youth, to participate in education programs that meet their needs.	Because, when all members of a community (hosts and IDPs) are enabled to equitably participate in decision-making about the nature of educational systems, enrollments will rise and the system will be likely to be sustained and avoid contributing to conflict or discrimination.

Domain: Equitable, Safe Education
- **Increased equity in access to education reported increasingly by number of respondents over time**

If we carry out a participatory campaign with parents, youth and children in communities to help them learn about improved educational options that provide safe and protective learning environments.	Then, they will start to believe that their children and they themselves will be safe and not-discriminated against and will enroll, re-enroll and stay in formal, alternative and non-formation learning programs in increasing numbers.	Because, when parents, children and youth know about and believe that education programs are safe and protective and accessible to all learners without discrimination or abuse, they will participate.

Domain: Protection and Well Being and Community Participation
- **Improved learning outcomes in reading, math and social emotional competencies as measured by the ASER and SDQ every six months.**
- **Increased engagement with and in learning centers and schools by parents and community members as reported by CCs, PTAs and other community-level and state feedback groups.**

Adaptations from CECA to Rolling CECA

There were four main adaptations made to the CECA process between January to July, summarized in this section.

The data collection tools used were developed by adapting and integrating elements of a wide range of pre-existing, peer-reviewed, internationally applied and published tools for measuring education sector progress in conflict and crisis. Between 2000-2012 there have been a relatively large number of guidance, tools and support materials made available to education actors working in conflict and crisis settings from which we drew, and these include; the Interagency Network for Education in Emergency Minimum Standards (INEE, 2004; INEE 2010), Joint Needs Assessment Toolkit for Education and Emergencies (IASC Education Cluster, 2008), USAID's Conflict Sensitive Education Checklist (USAID, 2011), the Rapid Assessment Guide for Education in Conflict and Crisis Affected Situations (USAID, 2012), and others. These existing tools were developed specifically to provide sample questions, methods and guidance oriented to better understand key aspects of how education systems react, change and are impacted by environments of extreme violence and adversity. Each tool was subject to broad-based consultation and reviews by expert practitioners, operational agencies, donors, policymakers and researchers alike. Thus, the resulting endorsement of these tools by donors and agencies served us well and offered us a guiding framework for the CECA and R-CECA assessment within ECR. That said, applying these tools in the northern Nigeria crisis context in a systematic, ongoing way that is built-in to an education crisis response program's design – *is a first for the field of Education in Conflict and Crisis*[19].

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[19] Author's own italics for emphasis

The same In-depth Interview (IDI) and Focus Group Discussion (FGD) tools were used in both the Initial and R-CECA, with slight adaptations. The first adaptation was the scale of data collected. The number of communities consulted in the recent R-CECA, were a portion of those consulted in the initial CECA, yet the categories of inquiry remained the same. The domains that frame the CECA, borrowed from the INEE, are 'access and learning environment', 'protection and well-being', 'teaching and learning', 'policy and coordination', and 'community support and participation'. Each domain is then broken down further, into sub-categories to refine our line of inquiry to produce specific results relevant to the project goals. In the first domain, 'access and learning environment' the initial CECA collected a wide range of data on the sub-categories entitled *equal access to learning* and *out-of-school and excluded groups*.

The second adaptation was a reduction in the number of questions themselves that relate to the sub-categories yet, within the same domains. On a rare occasion was any wording to original questions modified. The questions, as always during the training, were validated by the field staff and enumerators. For example, the questions pertaining to the sub-category, *equal access to learning,* asked a range of informants to estimate attendance, enrollment, % of schools in the community etc. as seen in the original tools used in the initial CECA. The intention was not to obtain exact and precise information from local community representatives about the numbers of schools and enrollment as they may not have this information on hand, but rather, it was used to triangulate already existing data collected in our Secondary Data Form that collected the same information, using a secondary data collection (not primary) approach. Therefore, this particular set of questions was not included in the rolling assessment but collected again with a secondary data collection approach to reaffirm our original data. On the other hand, what was included in the R-CECA was the question within the sub-category entitled *out-of-school and excluded groups*. This question, repeated from the initial CECA (T1) and then again included in the R-CECA (T2) was "What groups of children and young people are least likely to participate in education activities?" They were given three lines in order to prioritize the top three (vulnerable/excluded) groups from their community as done in the Initial CECA (T1). As such, this information is highly comparable over the six month time period.

A third adaptation was in the formatting of the questionnaire and order of questions to improve the logical flow of inquiry. As a part of this structural adaptation, we also translated each item into Hausa to improve the understanding of the question and improve the fluidity of dialogue in the interview and focus groups. An example of formatting changes to enhance the tool, consider the question mentioned above on listing the top three out-of-school and excluded groups generated important and revealing information about how different informants living in the community characterize groups of children who are out of school and 'excluded'. Given this highly relevant and useful information, we built-in a comment box for the R-CECA (T2) that immediately followed this question so as to encourage discussion with space for enumerators to detail thoughts expressed by informants. In some cases there was a mere reordering of questions as to improve the flow of the questionnaire itself. In each case, the enumerators and ECR staff members were consulted to assure this was making sense and improving the questionnaire. Such strategic adaptation to the questionnaire has produced higher quality data in the R-CECA.

A final adaptation was the inclusion of a select set of new questions to increase the depth of information on a particular topic. For example, in the domain, 'access and learning environment' there is a sub-category of questions related to facilities. According to a recent OCHA situation report (June, 2015) in northern Nigeria there was an alarming 60% IDP occupation rate of schools. Within the CECA questionnaire there is a question on "Are learning centers or schools in this community being used as a shelter or housing?" if yes, "what percentage of learning centers or schools would you say are being used?" Making an assumption that, on occasion, this will be responded to affirmatively we added a question to find out who was occupying these learning facilities, exactly and whether they are IDP populations or others. In order to find out, we added a list of choices to this question that include the following, "IDP families, IDPs,

Military, Other." Increasing the amount of information on this question allows us to speak with confidence about whether and to what extent it is IDP populations (or others) are occupying schools.

Tool 1: The Secondary Data Form. The secondary data form was created to collect information on school-going children and youth in the select communities. The enumerators shared this form with state level officials and collected this data in a secondary manner to verify the primary collection of data on schools. This process was adapted from the original secondary data collection which aimed to verify community level rates of attendance, enrollment and retention, with limited time from one community-level individual.

Tool 2: Focus Group Discussion Guides. The focus group discussions were held with IDP girls, IDP boys, host community girls and host community boys in separate FGDs. Additional FGDs were held with IDP mothers and fathers separately; and host teachers in mixed gender groups. These same groups were consulted in both the initial and rolling assessment and these facilitated discussions were held to better understand the opinions and perceptions of education and the impact conflict has had on access to learning. Thematic topics discussed in these FGDs included IDP access to education; the learning and teaching environment; facilities within and around schools; curricula available and needed; and issues of protection, safety and well-being. The focus group discussions were conducted in 30 select locations the first time and 11 locations six months later. Each group consisted of 7-10 persons per group and was facilitated, with an additional person taking notes.

Tool 3: In-depth Interviews (IDI). There were one-on-one in-depth interviews (IDIs) conducted with six different types of key informants, including an education secretary, economic and social development representative, head teacher, women's leader, religious representative, and traditional leader in 11 locations across Adamawa, Gombe and Bauchi states. Additional locations for IDIs, as compared with the FGD sites, were conducted in urban centers where there were more key informants. These informant groups included NGOs, CBOs, International Agencies, governmental representatives and other relevant actors.

Table 2: Focus Group Discussions and In-Depth Interviews by State

Bauchi State				
Type of Tool	**State**	**LGA**	**Community**	**# of files**
IDI	Bauchi	Bauchi	Multiple	7
IDI	Bauchi	Bauchi	Multiple	7
IDI	Bauchi	Dambam	Dagauda	6
IDI	Bauchi	Gamawa	Udubo	6
Total for IDI - Bauchi State				*26*
FGD	Bauchi	Bauchi	Tirwun	7
FGD	Bauchi	Bauchi	Sabon Kaura	7
FGD	Bauchi	Dambam	Dagauda	7
FGD	Bauchi	Gamawa	Udubo	7
Total for FGD - Bauchi State				*28*
Total for Bauchi State, including both IDI and FGD				*54*

Adamawa State				
Type of files	**State**	**LGA**	**Community**	**# of files**
IDI	Adamawa	Yola North	Multiple	7
IDI	Adamawa	Yola North	Multiple	7
IDI	Adamawa	Numan	Gss Numan	6
IDI	Adamawa	Girei	Girei	6
Total for IDI - Adamawa State				*26*
FGD	Adamawa	Yola North	Multiple	14
FGD	Adamawa	Numan	Gss Numan	8
FGD	Adamawa	Girei	Girei	7
Total for FGD - Adamawa State				*29*
Total for Adamawa State, including both IDI and FGD				*55*

| Gombe State				
Type of files	**State**	**LGA**	**Community**	**# of files**
IDI	Gombe	Gombe	Gombe	15
IDI	Gombe	Gombe	Nassarawo	2
IDI	Gombe	Gombe	Bolari	2
IDI	Gombe	Balanga	Tallase	6
IDI	Gombe	Akko	Gona	6
Total for IDI - Gombe State				*31*
FGD	Gombe	Gombe	Nassarawo	7
FGD	Gombe	Gombe	Bolari	7
FGD	Gombe	Balanga	Tallase	7
FGD	Gombe	Akko	Gona	7
Total for FGD - Gombe State				*28*
Total for Gombe State, including both IDI and FGD				*59*

The communities selected were based on specific criteria. The most important criterion was a high number of IDPs in a specific location. Other secondary criteria included having a mix of rural and urban settings, available education services (e.g. learning centers), and being situated within one of the pre-selected LGAs for the project. In the end, of each of the selection community, 95% were consulted during the initial assessment. Those that were not were found to be of similar make up and nearby. Communities were selected through critical case sampling and in consultation with a range of actors present in the each local government authority location. Critical case sampling which is a type of purposive sampling that provides a "process of selecting a small number of important cases - cases that are likely to yield the most information and have the greatest impact on the development of knowledge."[20] To identify and engage IDP children, host children, youth, parents, and teacher participants, the assessment worked with local organizations, village chiefs, and Ministry of Education actors who were contacted by our project staff and collaborating agency representatives to prepare the locations for the assessment.

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[20] Lærd Dissertation Guide

Table 3: Participants, Types of Informants by Data Collection Tool

| Number of Informants in the Rolling Assessment				
Segment of population	Data Collection Tool	Gender		Total
		Female	Male	
IDP children (girls and boys were in separate groups)	FGD	116	116	232
Host children (girls and boys were in separate groups)	FGD	107	117	224
IDP parents (mothers and fathers were in separate groups)	FGD	109	105	214
Teachers (men and women were in mixed groups)	FGD	46	50	96
Religious Leaders	IDI	0	11	11
Traditional Leaders	IDI	0	11	11
Women's Leaders	IDI	11	0	11
Economic and Social Development Representative	IDI	0	9	9
Education Secretary	IDI/ SD	0	9	9
Head Teacher	IDI	2	6	8
Number of informants in FGD	*FGD*	*378*	*388*	*766*
Number of informants in IDI	*IDI*	*N/A*	*N/A*	*59*
Total number of informants		*378*	*388*	*825*

Chart 1: Bauchi State Consultations
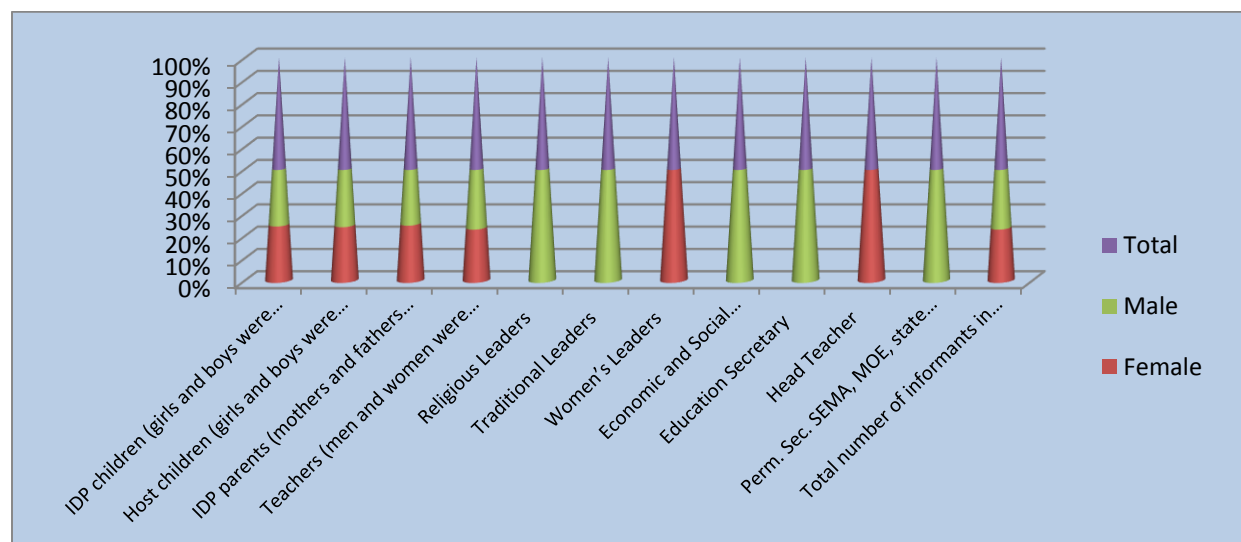
In Bauchi state, four sites were revisited during the R-CECA, of which two were rural locations and two were semi-urban. The breadth and depth of consultations remained the same as the initial CECA, meaning that the same informants were consulted, gender-sensitive considerations were applied and the same amount of time was allotted to both FGDs and IDIs. Revisiting the locations and utilizing the same line of

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thematic inquiry and consistent questioning the R-CECA was able to detect trends, identify changes and better understand how the IDPs were coping with the integration and accessing learning in their new locations.

Chart 2: Adamawa State Consultations
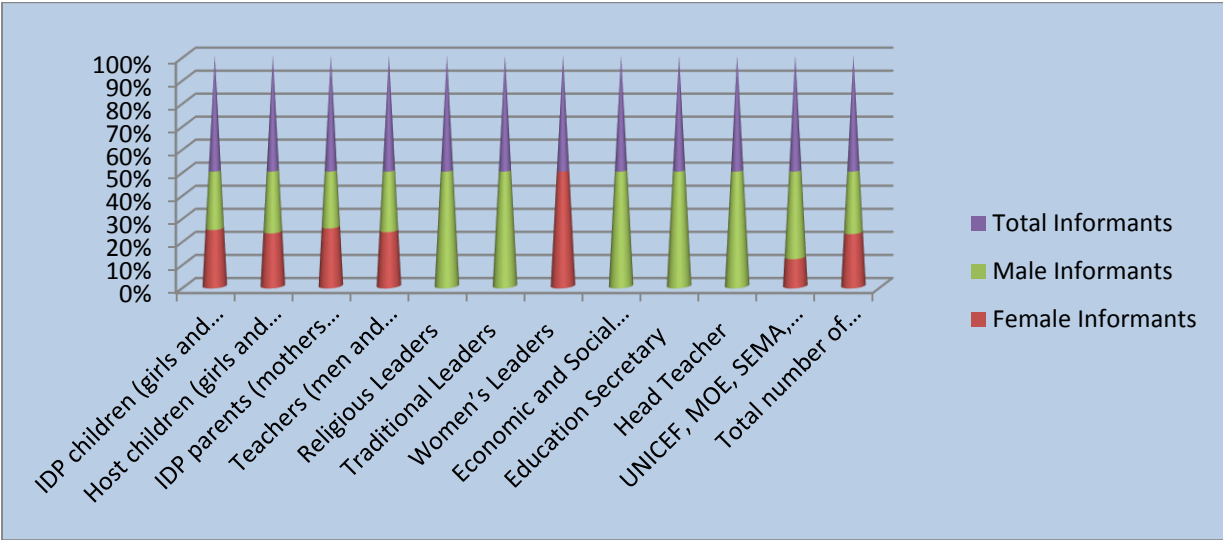
In Adamawa state, 4 sites were revisited during the R-CECA, of which two were rural locations and two were semi-urban.

Chart 3: Gombe State Consultations
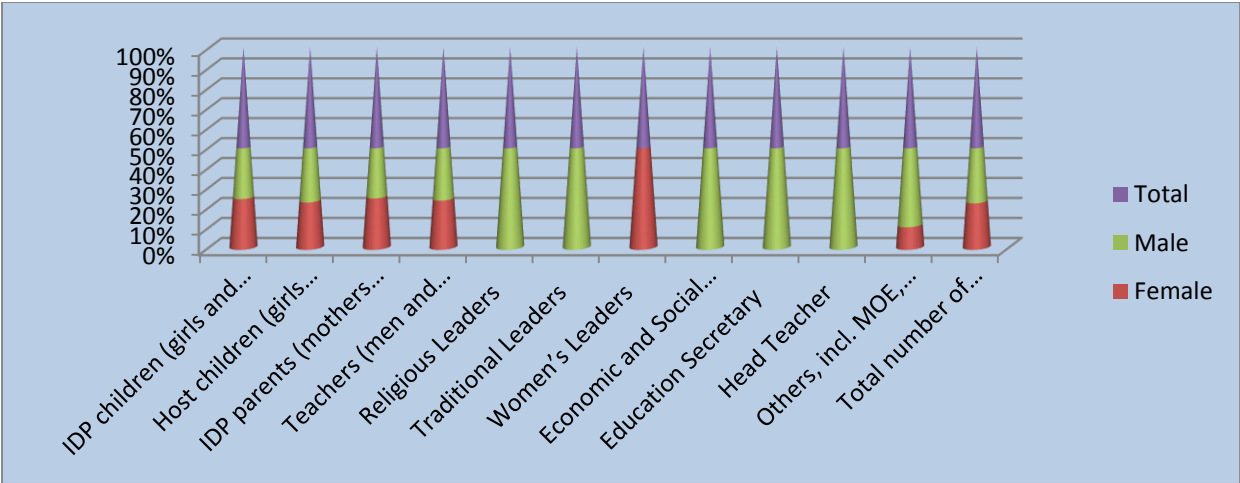
In Gombe state, 4 sites were revisited during the Rolling-CECA, of which two were rural locations and two were semi-urban. Notably in Gombe state, there were incidents of violence, just prior to the start of data collection, but it did not prove an obstacle to the collection process itself. However, the incidents did have an impact on the discussions in communities, both urban and rural, in Gombe state.

Following the individual consultations by state, a brief review of literature particularly for items published between January and July 2015 was conducted to help inform findings on thematic areas. For example, the trend of IDP movements within and outside the country has been published in International Organization on Migration's Displacement Tracking System Report that comes out every few months. The changing dynamics between the insurgency and education are suggested by incident reporting from the State Department tracking of incidents related to Boko Haram, showing a decrease in direct, planned attacks on schools and targeting school children and an upsurge in unannounced suicide bombs in markets, bus stations, and public areas.

The R-CECA also incorporated recent situational analyses from IOM's DTS Tracking System in northern Nigeria as they have published reports on the IDPs at ward level across all of ECR's intervention states and others in northeast Nigeria. Additionally, reviewed informing this report are the Assessment Capacities Project (ACAPS) 2015 assessment that covered multiple sectors, other OCHA created and disseminated reports, updates from the NGO Consortia group for northern Nigeria and UNICEF, and other regionally focused reports on IDP learners and forced migrations.

Data Transcription Process

The database developed to host all data from the initial CECA was used to store the new R-CECA data. The database now includes both sets of data. The process involved in uploading data in Nigeria and at Creative headquarters over a four-week period. Having the database host both past and current data allows for greater ease of comparison. Subsequent data from the rolling assessments repeated every six months through the project life will be similarly added to this database. There are discussions underway to conduct a pilot electronic platform for these waves of data to be held for easy management and analyses however, this is dependent on sufficient funds available.

Qualitative data from focus group discussions conducted in Bauchi, Gombe, and Adamawa were transcribed from hand-written notes into an electronic format. The data was entered into an Excel spreadsheet, categorizing focus group discussions by community. Within each tab, the data were further separated by group (IDP girls, IDP boys, host girls, host boys, mothers, fathers, or teachers).

Each focus group discussion response from all 11 communities was transcribed from each state and informant group. The data were transcribed word for word as was found in the handwritten notes. Words that were partially illegible were surrounded by brackets, and words that were completely illegible were replaced by a question mark, whereby one question mark denoted the presence of one illegible word.

Observation of Data Quality and Data Entry

As compared with the prior CECA, the structure and quality of some of the surveys were improved. Note taking indicates that a portion of the focus group discussions was likely administered in a semi-structured interview format. This method elicited one-word responses from the respondents (e.g. "yes" and "no") instead of inviting a discussion on the question of interest on some occasions.

Data Analysis

The first step in qualitative data analysis entailed cleaning the data by removing responses from focus group discussions that elicited "yes" or "no" responses, information that was unclear and difficult to understand, and data that appeared irrelevant to the respondents (i.e. questions asking children about

their experiences attending school when none of the respondents attended school). After the qualitative data was cleaned, a pre-determined set of categories was applied to the data, based on the primary themes of interest (equal access to learning; protection and well-being, facilities in schools, curricula, learning environment, and participation). As compared with the initial assessment, the rolling assessment data quality was greatly improved. While attributed to further training and experience, there were also some adaptations to the tool format to encourage non-binary responses and more free flowing discussions during the data collection process which advanced analysis significantly.

Below is a general data analysis framework used for the R-CECA in July to make comparisons by state, time, and community sites in a few key domains investigated in the surveys.

Domain: Access to Education

- % Increase in available learning options for boys and girls, every six months

Domain : Equitable, Safe Education

- % Increased equity in access to education and improved feeling of safety to and in school, as reported increasingly by number of and type of respondents, over time

Domain: Protection and Well Being of Learners

- Improved learning outcomes in reading, math, and social emotional competencies as measured by bi-annual ASER and SDQ

Domain: Community/Parental Participation and Perceptions

- Increased engagement with and in learning centers and schools by parents and community members as reported by CCs, parents and other community and state level groups providing frequent, continuous feedback to the project

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Challenges and Limitations

The sample size was determined based on purposive sampling methods, which is a non-probability technique that relies on the judgment of those doing the study when it comes to selecting the units studied (e.g., IDP girls, boys, parents, teachers and community members and other pieces of data). As in the initial assessment, the R-CECA was conducted to inform the ongoing activity effectiveness and any needed changes to scale and scope of the Education Crisis Response project; thus, this was the most appropriate sampling method. In an effort to reduce bias commonly associated with purposive sampling, triangulation, verification and random checks of data quality were prioritized.

The data collection in the three states was conducted concurrently, with the attendance by a team supervisor at each and every data collection site. The three state-level data supervisors were able to attend a good portion of the overall data collection activities. As such, each team's supervisor did have good control of data quality in every location. The team supervisors developed a quality assurance protocol for the data collection forms in advance of the data collection process. Team members signed

out their forms and were required to attend an early pre-data collection and post-data collection meeting on a daily basis. In addition, supervisors from each state provided daily evening updates to troubleshoot any issues or challenges that emerged during the day.

Focus groups and in-depth interviews attempted to follow a 40-90 minute time limit for both initial and rolling assessments. Each assessment process took into consideration participants' other commitments and people's attention spans. Enumerators formed groups of no more than 7 to 10 persons per group and conducted the FGDs in pre-determined locations that were relatively calm and quiet. In some cases, enumerators had difficulty thoroughly covering all thematic areas in this timeframe while also probing for additional topical trajectories that could have afforded a deeper understanding of surfacing issues; this was particularly challenging in the focus groups. After a one-day pilot, issues were prioritized and different weights were assigned to the thematic areas, depending on the cohort in each focus group.

The secondary data collection was done at state level in the R-CECA. The nature of this data was statistical, requested in short time frames and with a comprehensive set of information disaggregated by age, sex and educational level. In each community, enumerators had to reach out to those persons who were in a position to know the numbers of students learning in that community in 2013 and 2014. The data collection purpose was a way to triangulate current and pre-existing information.

In addition, the data collection process faced some logistical difficulties in ensuring sufficient ability to explain how and why the IDPs and community members should participate in the CECA without direct incentives. To resolve this, we provided food for participation in the surveys in the rolling assessment and worked more closely with the traditional leaders of each community to introduce and explain the activity. As such, the openness to our questions and participants' availability to respond was greatly enhanced. In addition, the enumerators themselves, having gone through another round of training, were much more skilled in eliciting quality information.

Findings and Recommendations

The findings are presented according to the questions outlined in the statement of work and categories of inquiry within the R-CECA. A subset of initial data was analyzed to produce findings for this report.

The findings are not a reflection of all children, ages and opinions across northern Nigeria. Rather, they are reflective of a fairly narrow slice of the region's displaced and host populations that currently reside in Bauchi, Gombe and Adamawa states' pre-selected local government authorities, with a purposive, critical case sample of communities in each that contains high numbers of IDPs. IDP learners are not a homogenous population. IDP and non-IDP experiences are shaped by factors such as socio-economic class, race, ethnicity, migration status, age, education and gender; furthermore, they come from various origins and have experienced diverse events.

Internally Displaced Persons

The R-CECA found that IDP living arrangements vary widely from location to location. Some IDPs live in camps, while other groups reside within communities, either separately in their own housing called

'settlements' or inside family and relatives' homes. The latter situation is referred to as 'integrated' living and commonly 10-15 people move into small households with limited capacity.

As with the goal of the initial CECA, the R-CECA did not seek to find definitive nor exact numbers of IDPs in each community but rather to arrive at a best estimate, trends and dramatic changes in movement. To achieve this, we relied primarily on secondary data available from ACAPS, IOM, OCHA and other Education Sector Assessments. Below is the most recent OCHA Dashboard displaying IDP numbers, movements and other relevant information on the context of displacement in northern Nigeria, which provides a recent picture of the environment within which the ECR project and these conflict and education analyses were conducted.
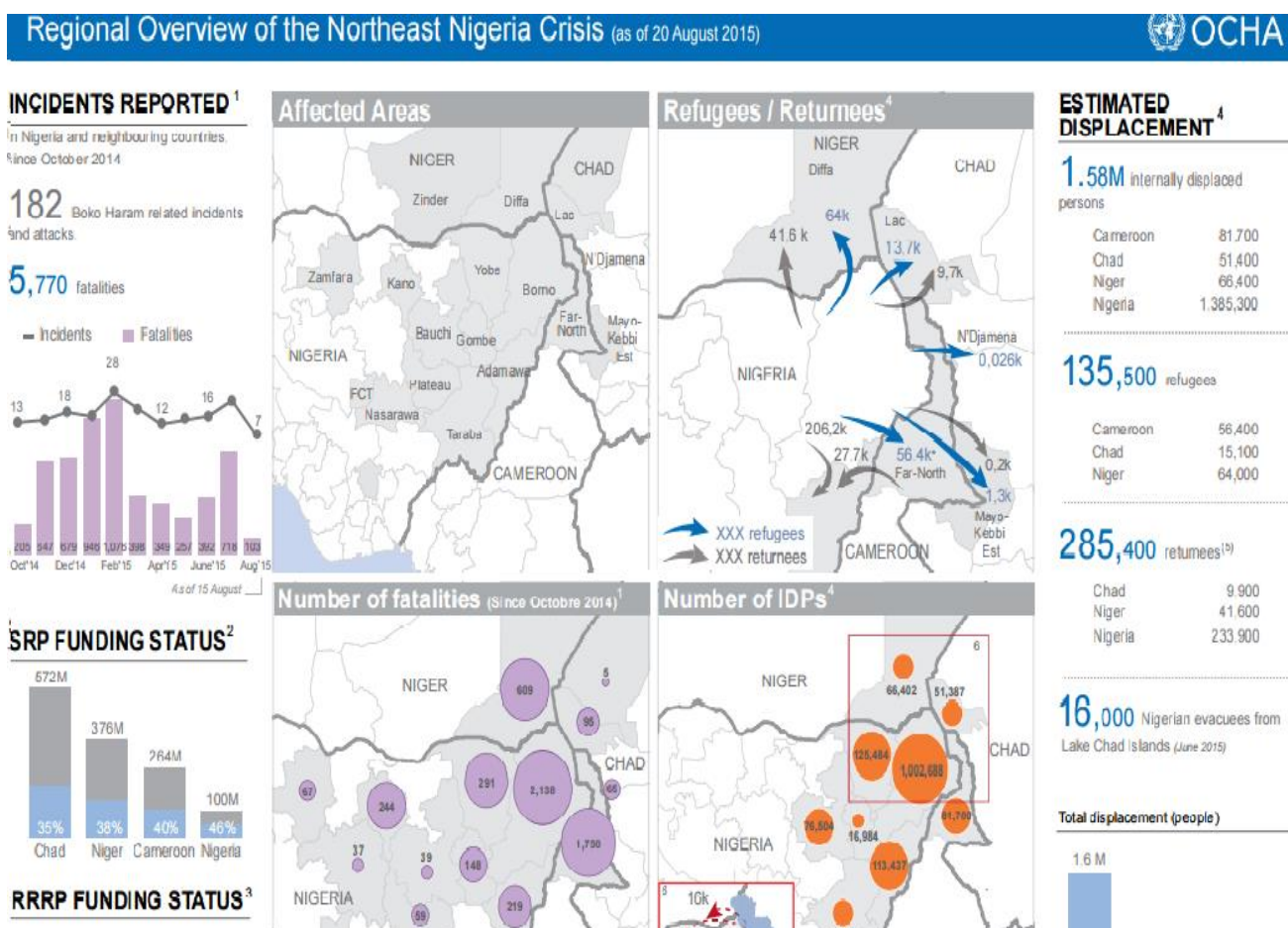
The comparison between the January CECA in 2015 and July R-CECA, six months later is reported below and organized by the main data collection domains. There are five main domains that were chosen for comparison after wide consultation with the ECR field team, reviewing the validity of the data for ease and rigor of comparisons and the need to make clear comparisons that best reflect the changing nature and impact of the conflict on education. The domains are the following:

(1) Access to Education
(2) Equitable and Safe Education

(3) Protection and Well Being
(4) Community Participation and
(5) Parental Perceptions

Access to Education

In the initial CECA, participants across all cohorts said that the main reasons for the lack of access to equitable education for IDPs are (1) the stigma of being an IDP; (2) lack of economic resources following displacement; (3) continuous movement; and (4) overcrowded classrooms in host communities. Returning to a portion of those same communities in the R-CECA, the overall sense of stigma was somewhat reduced but not entirely non-existent, whereas, the lack of financial ability to send children to school, continuous movement of IDPs and overcrowded classrooms remained the same key barriers to accessing education.

Barriers to Access to Education	JANUARY Level of Barrier to Access Education	JULY Level of Barrier to Access Education
Stigma of being an IDP	High	Medium
Economic / Financial	High	High
Continuing Displacement	High	High
Overcrowded Classes	High	High
Distance, Relevance, Lack of Materials	High/Medium	Medium/Medium

75-100% of respondents = High; 25% to 50% of respondents = Medium; 0 to 25% of respondents = Low

Other highlights and trends in the data exhibit mixed results when it comes to equitable access to education and learning when comparing the CECA and R-CECA community responses for Bauchi, Adamawa and Gombe states. Respondents in urban settings claimed to have better access to education and learning opportunities as compared with rural settings, initially and also in later consultations. The rural areas had slightly higher access to learning, and upon revisiting communities, we took into account the opening of learning centers that made education more available to rural locations where the Education Crisis Response Project was established. In turn, the ECR project increased access through greater availability of literacy, numeracy and social emotional competency building for IDP and host children, resulting in changes from low levels of access to learning in rural settings to a 'medium' status where some learners were able to partake in education when they had not had access beforehand.

Equitable and Safe Education

The results of initial analysis showed that for persons and families who fled their homes due to the conflict, the living arrangements in which they find themselves had a direct impact on whether or not they attended school. For instance, girls and boys integrated into households showed the greatest likelihood for attending formal or non-formal school. In contrast, those in camp-based settings without nearby schools were least likely to attend. The findings in the R-CECA indicate that distance, relevance and adapted materials to learning needs can also influence whether or not children attend and stay in non-formal or

formal school. For example, in Bauchi in particular, many people talked about living too far from school to attend on a daily basis, or even three times per week.

Another clear trend in the data was that respondents often described the living conditions of IDPs compared with local children to be a result of income level. Discussions often focused on the fact that IDPs lived in different types of dwellings than those in host communities, and lacked material possessions, such as uniforms for school, school supplies and livestock at home. This was because they had fled their own villages leaving their belongings behind and families were cut off from their regular livelihood activities.

Trends in the data over time showed an increase in access to education and learning, based on an analysis of overall responses. The focus group discussion respondents were IDP girls, boys, mothers and fathers as well as host girls and boys - a total of 144 responses (3 of which were missing) to 4 different questions in 6 largely rural communities. These responses were then categorized as all, some and no school going children that were further separated into IDP and non-IDP. All was coded as 0; some = 1; and none = 2. Below, in Table 2, we can see the list of questions where respondents provided answers and enumerators returned to asking the same exact questions six months later to the same target populations.

There was a unanimous desire for non-formal education, skills-based training such as tailoring, business classes, computer skills, and other employment-oriented skills. Many individuals asked for skills acquisition centers to improve their knowledge and skills for formal education as well as non-formal employability and pre-employability skills.

Across an aggregate view of respondents, IDP and host children reported that violence or the threat of violence was a major factor in feeling at risk initially and this sense of heightened fear has eased over time. Below is an excerpt wherein atrocities were witnessed and personalized fear of abduction was heighted as the IDP girls' focus group discussion gave an example that they feared turning out as the "Chibok" girls early on in January soon after their displacement and a general sense of normalcy has taken hold, later on in July.

Table 4: Comparing CECA/R-CECA Responses

FEELINGS OF SAFETY	JANUARY	JULY
How do you and other children travel to school/learning centers? Do you feel safe traveling to and from school/learning centers? If not, why not?	We usually trek to the school	They trek to school, feel safe while traveling to school
Do you feel safe at school/learning centers? Is there anything that makes you afraid when you are at your school/learning centers? What is the safest place in your school/learning centers?	Yes we are afraid always thinking for we could be arrested like the Chibok girls	They feel comfortable at school
Do you know where to go if you hear of abuse or violence against children? If so, where do you go?	No we don't know where to report such cases	They report to the teacher
Help us understand how you have been feeling. Do you feel hopeful about the future? Given the conflict and its influence, do you feel more hopeful about the future, less hopeful, or the same?	Yes we have seen close to us where we left, boys, we saw how 10 boys were slaughter like a ram	They are hopeful about the future even with the conflict

Use of "we" in January and "they" in July was a result of the enumerators' information recording style and had no direct effect on content.

Exposure to violence can affect different groups of people differently, based on many factors. Some of these factors may include but are not limited to the type of exposure, age, level (direct or indirect exposure) etc. Recovery, learning, and resumption of normal activities also varies as to the extent of

familial, social and community support available and received by learners[21]. Thus, while a general sense of ease, integration and safety is described, it is highly recommended that social-emotional competency building through education support is continued beyond the during and post-crisis response period and be integrated into the longer term learning and teaching process.

Protection and Well-Being

The protection conditions and sense of well-being among IDP children and youth have eroded, according to numerous respondents. Most children that lived close enough 'trekked' to school on foot. Children who live far away often used transport or find a ride from a family member to school. The distances were not consistently reported, but rather depended on where the IDPs settled and whether or not a school was close or far away. For the most part, children reported feeling safe at school and inside the classroom. Some girls reported being harassed on their way to school. However, in the R-CECA there was a clear indication in the data that the violence had moved further south and has changed in its nature from planned and announced attacks to surprise suicide-style bombings.

Overall, in calculating the change in responses from initial and later consultations about safety in Focus Group Discussions and In-depth Interviews together, across the three states the majority expressed an increase in safety. When looking specifically to the safety of children and teachers who travel to and from school and while in school, the host community responses reflected that safety remained the same in school in both Bauchi and Adamawa states, while traveling to and from school was safer in Bauchi as compared with Adamawa. In Gombe, there was a clear concern that whether in or on the way to or from school, things have become more dangerous, a response influenced by the suicide bomb blasts in Gombe state that occurred just prior to data collection.

One of the participants was so afraid of the bomb blast that occurred on July 22 2015 in the community that affected her attending school for the remaining days of the week. FGD, Host Community Girls, Gombe

Because of the bomb blasts in the area on the 22nd July, 2015, it affected some of the students' attendance in school, FGD Host Community Boys, Gombe

One teacher said the insurgence affected students because if things like this happen only few pupils come to school. Another said the last bomb blast that happened on Wednesday in Gombe affected them, one of their students even died and the rest of the that came were crying that they were afraid of bombs and they wanted to go back home. FGD, Teachers Gombe

SAFETY LEVELS by STATE AFTER 6 MONTHS
(in school & traveling to and from school)

In some instances, respondents indicated that they wanted more protection. Suggestions varied and examples include mention of a fence built around the school to provide better protection from animals, some indicated a need for increased community protection or police support and others asked for security officers. As in the initial CECA, respondents from the IDP and host communities noted the deplorable sanitary conditions in schools, a frequent lack of facilities, such as toilets and water, and the

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[21] IASC Guidelines on Mental Health and Psychosocial Support in Emergencies (February, 2007)

lack of learning materials and supplies that tend to exacerbate protection issues, especially among girls. Some children reported defecating in bushes as there were no other options when they were at school.

Chart 4: Conflict-Related Incidents
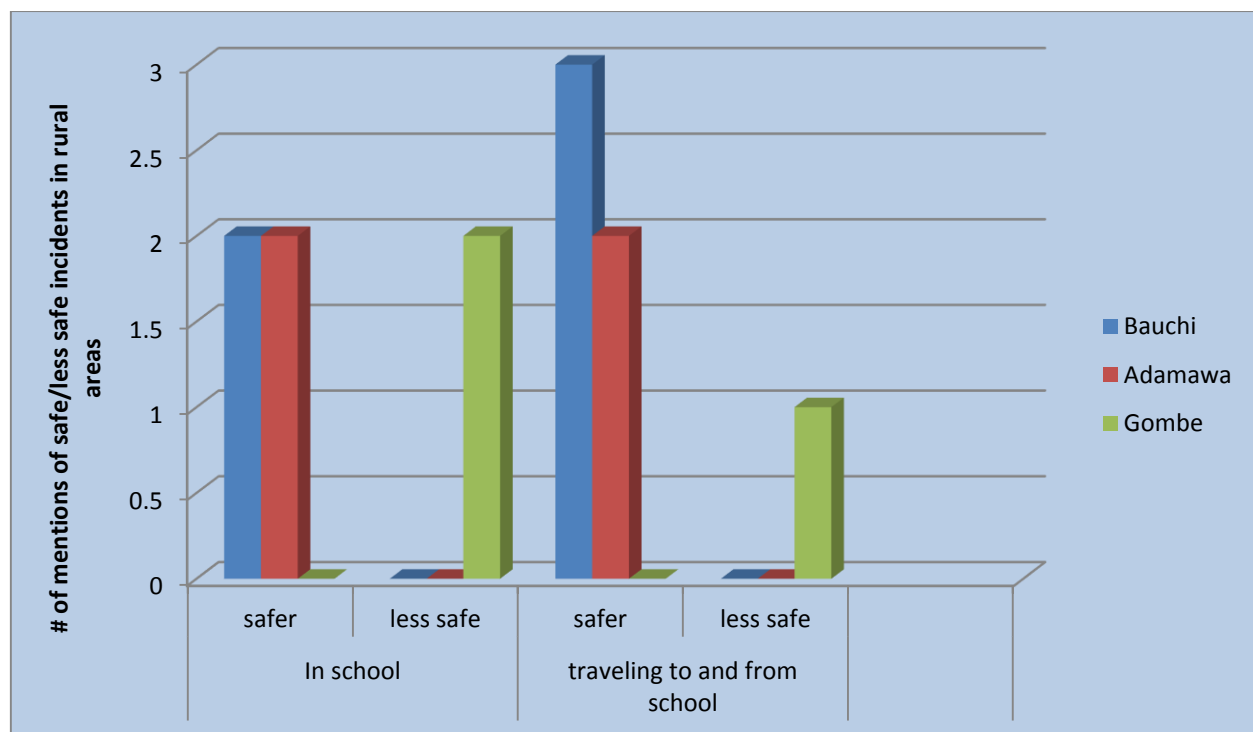
Overall, conflict related incidents were less frequent, less discussed and rarely considered or mentioned as a barrier to attending learning centers or schools. However, in Gombe State, respondents offered six direct mentions of the recent bomb attacks it had incurred on July 22nd (during the R-CECA training) and this was evident in the data. In the initial assessment, Gombe state was particularly quiet and safe as compared with Adamawa state with regards to violent incidents.

In Adamawa, the quantitative results were less conclusive given a more limited number of incidents during this period; however, the qualitative information written in for these questions by the enumerators' was more revealing. For example, in Adamawa there were numerous descriptions of how the changing nature of the conflict was affecting children and access to education. Notably, Bauchi state exhibited the least mention of violent incidents but rather, noted certain groups of delinquent boys as increasingly worrisome.

Parental Perceptions

Overwhelmingly, parents' perceptions of children's safety in and around the schools were positive, and mothers and fathers separately expressed favorable support for IDP girls and boys to continue attending learning centers in the project locations.

Primary threats to safety in and around schools across both urban and rural environments were fewer than in the initial analysis, with the exception of recent violence that occurred in Gombe state. When asked what worried them most, parents most frequently mentioned a general concern for attacks on schools, bombs in school or the community, possible attacks on teachers or students, and general harassment. Unlike most survey designs, we included positive statements for parents to also choose as responses rather than only identifying problems. Across all responses, during both initial and rolling data collection

"Sometime back, certain groups [came] but we are not sure whether they are Boko Haram, but they attacked some of us and our children." (Traditional leader, Adamawa)

"Some parents denied the right of other children's education by forcing them to learn vocational skills."(Religious leader, Adamawa)

"None of our schools in this community are being attacked - because we never received any report on such." (Education and Social Development Representative, Adamawa)

processes there was a clear emphasis and enthusiasm for the opportunity to go to school. A particular support for girls' attendance in school was notable in Adamawa state. Data charts and descriptions summarized by state are presented below, listing the priorities identified by parents.

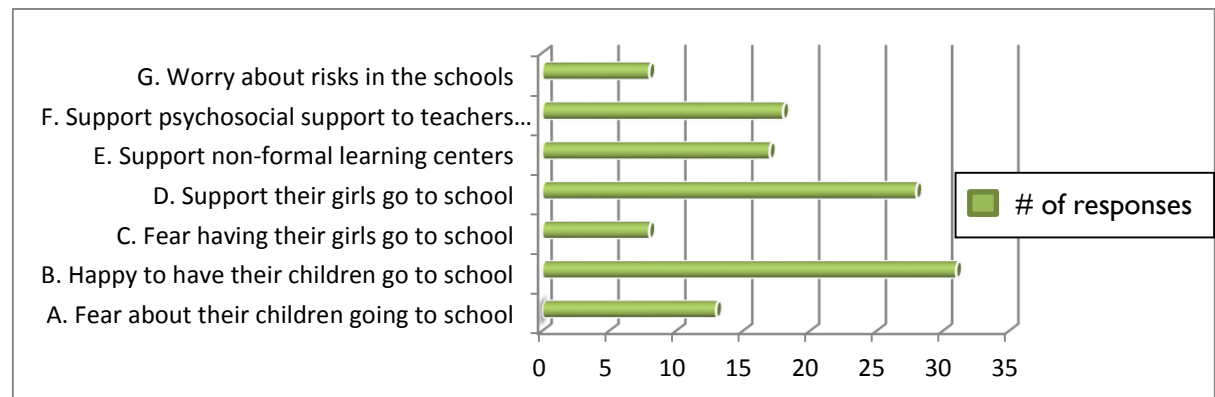## Chart 5: Parental Education Priorities Bauchi
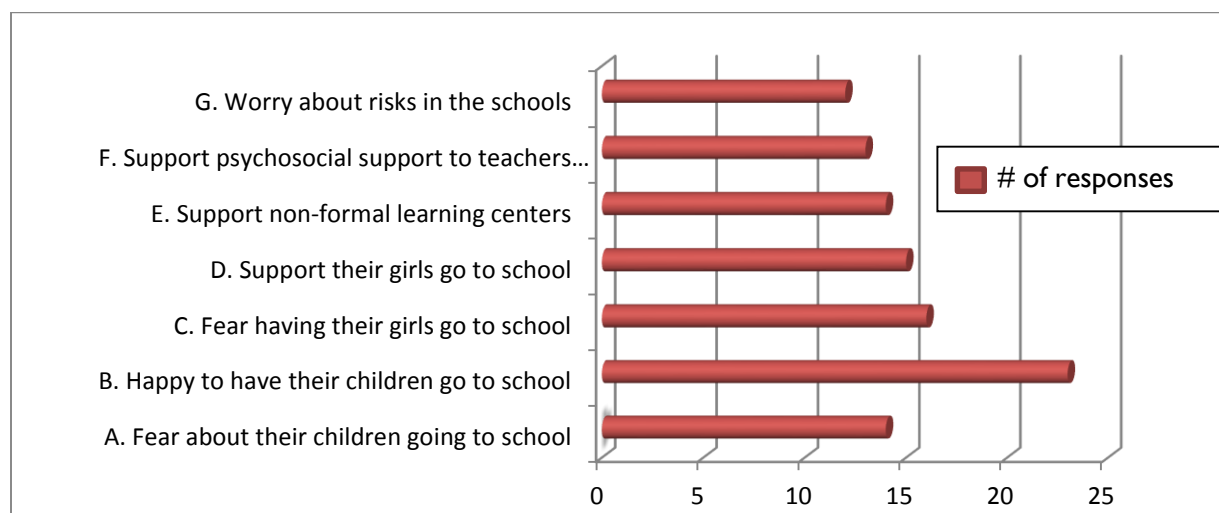
When parents in Bauchi State were asked their three priority issues they were presented with eight different topics that included an 'other' topic, allowing them to add their own concern. Results showed that when it comes to their children's education, the most common answers were: (1) they were *happy to have their children going to school*; overwhelmingly across all states, Bauchi included. This data combines initial and rolling responses into an overall measure by state – showing the enthusiasm for educational services that is expressed. The difference in the R-CECA was the greater percentage in this response.

Chart 6: Parental Education Priorities Adamawa
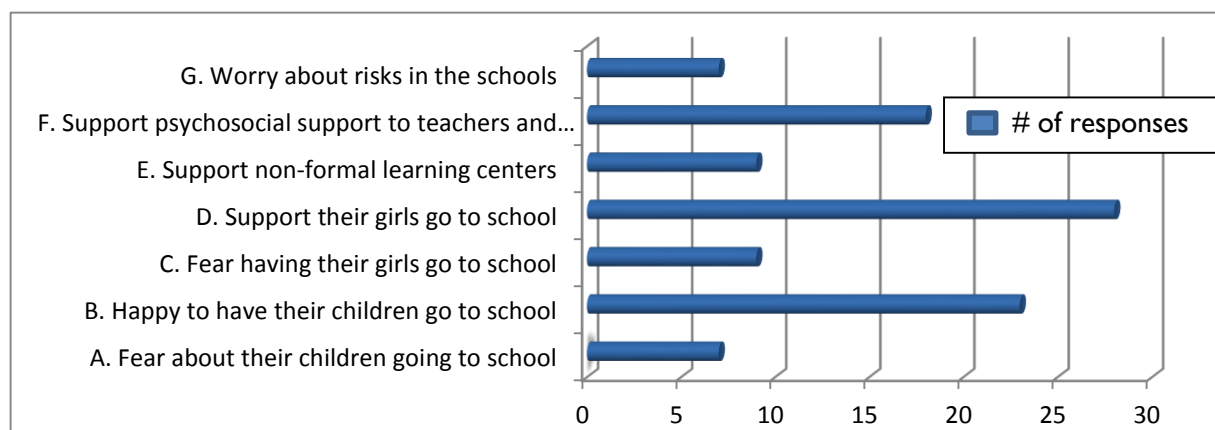
When parents in Adamawa State were asked their three priority issues they were presented with eight different topics that included an 'other' topic, allowing them to add their own concern. Results showed that when it comes to their children's education, the most common answers were: (1) they *support their girls going to school (2) they were happy to have their children going to school*; and (3) *support for psychosocial assistance for their learners and teachers*. The emphasis on girls was particularly highlighted in Adamawa state, as compared with other state responses.

Chart 7: Parental Education Priorities Gombe

When parents in Gombe State were asked their three priority issues they were presented with eight different topics that included an 'other' topic, allowing them to add their own concern. Results showed that when it comes to their children's education, the most common answers were: (1) they *support their girls going to school (2) they were happy to have their children going to school*; and (3) *support for psychosocial assistance for their learners and teachers*.

Across all locations, parents expressed a greater desire for their children to take advantage of educational opportunities as compared with, in aggregate, the expressed fear and worries they felt about their children in school. These findings are an important departure from other assessments that tend to restrict themselves to highlighting key problems to solve, yet fail to offer respondents space for expression of desired learning opportunities and types of schooling options and content. As such, the frequency of

parents' expressed desire for their children to have and take part in learning opportunities be it formal, non-formal, or alternative is notably high.

Informing the Education Crisis Response

Recommendation #1 – Enhance the integration of additional social-emotional competencies in the lessons provided during the 9 month program, and provide further training and support for teachers in public formal and non-formal classes in the project intervention sites.

The Education Crisis Response Program implemented 'quick wins' in the form of immediate learning activities made available in largely urban locations that began prior to the CECA. Literacy, numeracy, and social emotional skill building is underway in classrooms set up quickly for IDPs in the main towns of Bauchi, Gombe and Adamawa states. These classes are taking place three times per week with 50:1 student teacher ratios with reading, math and social-emotional competency building available in a class of 6-10 year olds, and two separate boys' and girls' classes for 10-17 year olds. Classes take place in a variety of settings, yet largely in school buildings and in the afternoons.

ECR is providing learning opportunities for approximately 14,000 IDPs and in some cases, also host community learners in learning centers over the first year of the project cycle with contact hours averaging 2-3 hours per week and with a course length of 9 months. There are nearly 300 centers across urban locations in Adamawa, Gombe and Bauchi with key literacy, numeracy, and social emotional competencies. A baseline learning assessment has been conducted with an anticipated end line to determine progress for a sample of learners.

The findings show a lessening of tensions, reduction of fears and generally improved feelings of safety expressed by the overall respondents. However, Gombe has shown a decreased feeling of safety due to recent bombings and violence. Such incidences result in learners reliving past exposure to violence during these continuing events. The response capacity for learners is varied and uncertain as per each child's level of social support, prior exposure to violence, age, etc. In addition, the capacity to learn and apply new SEL competencies requires a certain scope and sequence of learning to be received, applied and internalized. In order to enhance and accelerate this process of learning, along with boosting adaptive competencies in learners, it is recommended to adhere to the required contact hours, length of non-formal education program (9 months for each cohort, regardless of formal school system calendar).

In addition, increased support and training to teachers in the public formal and non-formal schooling, in the same locations, is recommended along with tracking those IDP or OOSC who enter learning centers and transfer over to the public formal and non-formal systems.

A baseline learning assessment of student outcomes in reading, math and SEL competencies has been conducted in June 2015 with a follow-up planned at the end of October. It is recommended to continue using a combined measurement of reading, math and SEL using the ASER and SDQ tools as these serve as appropriate, community-based, flexible and easy to use tools for measuring learning outcomes in this fluid and ever-changing crisis affected environment.

Recommendation #2 – Strengthen feedback loops between key project groups' feedback capture from the ECR project; and incorporate this element into the remaining four rolling assessments (every six months).

Determination of data required on a rolling basis will be done in close consultation with partners, field staff, USAID and communities. The criteria used for selecting which data will be collected during the rolling assessment is: (1) data which has greatest validity, (2) data that offers critical information related to whether or not equity is upheld by the education system, and (3) data that most effectively predicts access to education for the most vulnerable IDPs. Applying this criteria led us to collect rolling data on the following themes; Equitable Access to Learning, Protection and Well-Being, Participation and Community Resources and Parental Perceptions of Education. In addition, we collected data that comprehensively tracks the relationship between the effects of the insurgency on learners, families and communities and the learning potential and needs these children and youth have.

The rolling assessment, combined with other data, enables the project to adjust and evolve as the IDP situation and the learning needs of children may change during the project period. For example, data may inform the need for the project to move away from school-based learning alone and consider placing an emphasis on vocational training, alternative home- and/or community-based options that enhance safety concerns and increase access to education while also supporting livelihoods.

In order to better hear from the communities and learners themselves on an ongoing basis, it is recommended that we continue to strengthen and formalize the work of the Community Coalitions, whose goal is to improve the learning environment, make it more appropriate and report needs by creating and strengthening existing 'feedback loops' so that opinions, changes and fluctuations in attendance, safety, enrollment and retention are more easily shared on a more frequent basis.

Conclusions

Taken together, the findings across all thematic areas of inquiry — conflict dynamics; internally displaced learners and families; equitable access to education options; learning environment; protection and well-being; community resources and participation, parental perceptions — four major themes emerge:

- Overall, insurgency fears are changing as are tactics of Boko Haram; as a result, a lessening of fear and increased sense of safety is being felt, albeit variations of these changed perceptions depend on the state and periodic surges in violence.

- Increasing enthusiasm for education as respondents are expressing less fear of movement, identifying fewer barriers to traveling to and from learning centers/school, decreasing fear about being inside learning centers/school and with fewer references to the past and more hopeful prospects described for their futures.

- Increased value of learning opportunities, emphasizing a need for inclusive learning approaches across IDP and non-IDP learners as expressed by repeated requests for more and varied opportunities with equitable entry mentioned across the IDP and host community respondents.

- Focus shifted from basic needs to comments and questions about quality, length of classes, frequency of classes, proximity and use of learning centers and their content through continuous discussion about location of classes, language and new skills introduction.

A convergence of contextual factors encourages an acceleration of educational access, lessening of generalized fear and strong desire for learning opportunities that became evident across all three states. Regardless of type, frequency, content or location there seemed to be a genuine appreciation for the availability of educational services and in particular, the learning centers that were initiated. While repeated mention of uniforms, school supplies, and books was continuous – it was rarely in light of criticism.

More generally speaking, there were often references to violence and exposure to and/or witness of death and destruction of schools. The frequency, description and type of verbal articulation were less graphic and repeated than in the initial assessment with the same or similar populations. However, mention of bombs and related fear was more prominent in Gombe, expressed somewhat in Adamawa and referenced minimally in Bauchi.

An increased ease of integration into their host communities was repeatedly expressed by IDP learners and their parents. Either entry in to regular schooling or taking part in non-formal learning options was clear with the majority mentioning entry into the learning centers. Similarly, access to education options across the states and in specific sites consulted was evident and is noteworthy as a change from the initial assessment which starkly contrasted with these findings. However, this is not surprising and rather, confirms our expectations given that the learning centers have expanded greatly in this 6 month period. A correlation between settling into a school routine and feeling safer and more accepted in the community can be made yet; causation cannot be fully established given the many potential causal factors and limitations in research design to establish a causal relationship.

Overall, the general and pervasive fears expressed by all back in the January 2015 initial CECA has subsided significantly as reported by IDP parents, IDP children, host children, and community representatives. A shift in the way that violence was discussed moved away from personal fear this would take place only in schools. When discussed, it was more often associated with random suicide bombs in public venues such as markets or bus stops – not only schools.

Second, there was no single resolution of a still existing and overburdened system of education making it unable to quickly absorb additional learners (due to a lack of facilities) nor offer contextually appropriate learning that may help reduce fear, prevent violence, and build learners' ability to self-protect. The flow of IDPs into formal schooling seems more easily accepted however, as has the flow of other out-of-school host community children highly interested in attending the learning centers that have been established. In order to mitigate harm, balance enrollment and enhance harmonious co-existence there were local solutions that had a certain percentage of host community learners alongside the IDPs.

Third, the continuous movement of IDPs makes it difficult to estimate their exact numbers of learners. For example, in Adamawa state, upwards of 200,000 IDPs moved out of the camp settings and back to their areas of origin. The IDPs come from different backgrounds where some have been in school, and others have not. A general recommendation points to strengthening collaboration with agencies such as IOM that are tracking IDP movements.

IDPs expressed being more empowered by their host community members and more welcome. Due to their lack of financial resources to pay for the fees, uniforms, and supplies necessary to easily reenter formal or non-formal schools, many constraints to access education remain. In some cases, learners who fled attacks or the threat of attacks on their school/village associated the thought of being a student again with fear and further violence, although this has become a more distant memory. On the other hand, despite the changing nature of the conflict and location of the bombing, there is an overwhelming resolve

on the part of parents to have their children in school, learning or developing vocational skills. This was a similar finding to the initial CECA and was the single most repeated wish across all communities consulted through the CECA and R-CECA. For children and youth to have access to skills building and skills training options may be another strategy to keep them learning, in some form, until things return to normal. As such, this openness and desire to keep engaged in active learning, even if it lies outside of the formal schooling system, is clearly expressed in the in-depth interviews.

Annexes

[Annexes I-IV are provided as separate documents to this report.]

ANNEX I. Training of Data Collectors
ANNEX II. Secondary Data Tool 1
ANNEX III. Focus Group Discussion Tool 2
ANNEX IV. In-depth Interview Tool 3